

school programs, received a substantial increase. We need to provide opportunities for young people to have constructive after-school activities to provide a total environment.

Let me add that we also have in this bill something called public school choice, which is part of the accountability mechanism, and I think that is a good idea. Now, we will hear later about private school vouchers. I think that is a very bad idea. But giving students the opportunity to attend other public magnet schools or charter schools or schools that are performing helps enforce accountability. I think that is very good.

Now, this is not a perfect bill, and there are serious concerns on the question of school construction and school modernization. We have talked a lot about technology. We need more money to modernize our schools to utilize the latest technology. But some things are very basic in terms of school modernization.

Some fourth graders standing out on the steps taking a photo-op with their Congressman said to me, "Congressman, we need air-conditioning. Because when it gets hot, our teacher gets grouchy." And I think that is a real good advertisement for school construction. I hope we pass this bill.

Mr. BOEHNER. Mr. Chairman, I yield 1 minute to the gentleman from Maryland (Mr. GILCHREST).

Mr. GILCHREST. Mr. Chairman, I thank the gentleman for yielding me this time, and I do want to compliment the President on his efforts to make education a high priority in this country. The pillars of the next generation rests upon teachers giving knowledge to this new and young and curious, inquisitive generation of Americans.

I want to compliment the gentleman from Ohio (Mr. BOEHNER), his staff and the committee on the struggle that they went through to bring this bill to the floor, and there are many good things in this legislation. But this legislation is going to be the quintessential example of the principle of unintended consequences, and I am referring to the accountability part.

People keep talking about accountability and they use the word "accountability." That means piling on of tests. And when the educational system, especially in local areas, know that there are high stakes involved and they know that they are going to get more money for a particular school because they pass a particular test, then the focus is on the test. When the focus is on the test, we do not observe teachers teaching the broad range of knowledge, we observe teachers teaching techniques to the test, and then the children are left out.

So I would urge my colleagues to vote for an amendment when it comes up to deal with this issue.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield 2½ minutes to the gentlewoman from Ohio (Ms. KAPTUR).

Ms. KAPTUR. Mr. Chairman, the relationship between student mobility, or transiency, and academic performance warrants significant national attention. In certain neighborhoods, especially in our inner cities and migrant family situations, rates of family mobility bear a direct correlation to student underachievement. According to a 1994 GAO study on student transiency, 41 percent of all third graders from low-income families in America have attended at least two schools. Nearly one-fifth of all third graders, nearly one-half million students, have attended three or more schools since the first grade.

Lacking permanent shelter of their own, these children and their parents, oftentimes single heads of household, move from place to place throughout the school year. Forced to migrate between the homes of kind relatives and friends, the children of these families are uprooted from the neighborhood elementary school with every move, until the next move to yet another temporary location, usually in another nearby neighborhood. Our Nation's migrant farm workers know too well the constant stress of moving from community to community and taking their children out of school multiple times during the school year. Transient and migrant families need stability for their children to succeed in school.

Mr. Chairman, I will be placing in the RECORD key findings from the GAO study that documented this phenomenon, Elementary School Children: Many Change Schools Frequently, Harming Their Education, and also key articles from the Catalyst for Cleveland Schools. Both support the findings that residential instability is the key corollary to poor student performance.

The revolving door for mobile students, many experts say, has been ignored for too long by educators who accept the notion that there is little they can do about it. But with rising consciousness of these disruptive patterns, local school systems have begun to focus on how to address mobility with specific programs targeted to help these multiple-move families.

As we take H.R. 1 to conference with the Senate, it is my hope we can work together to address this issue. During committee markup, the gentleman from Ohio (Mr. KUCINICH) offered an amendment to deal with this problem. The gentlewoman from Cleveland, Ohio (Mrs. JONES) knows the critical need for attention to this destabilizing pattern. I look forward to working with the chairman, the gentleman from Ohio (Mr. BOEHNER), and the ranking member, the gentleman from California (Mr. GEORGE MILLER), who have been so kind, to offer any assistance I might provide.

The CHAIRMAN. The time of the gentlewoman from Ohio (Ms. KAPTUR) has expired.

Mr. BOEHNER. Mr. Chairman, I yield 30 seconds to the gentlewoman from Ohio (Ms. KAPTUR) to complete her dialogue.

Ms. KAPTUR. I thank the gentleman.

Mr. BOEHNER. Mr. Chairman, will the gentlewoman yield?

Ms. KAPTUR. I yield to the gentleman from Ohio.

Mr. BOEHNER. Mr. Chairman, I would like to thank the gentlewoman from Ohio for her deep interest in this issue and her desire to meet the needs of these specific families.

The gentleman from Ohio (Mr. KUCINICH) and the gentlewoman from Ohio (Mrs. JONES) have also expressed their concern regarding this issue and have asked that I work with them to address the problems associated with student transiency.

I think we can focus on the problem in a bipartisan manner and seek solutions that will have broad support in the Congress. I will work with the ranking member, the gentleman from California (Mr. GEORGE MILLER) and our counterparts in the Senate to address the issue of transient students and the effects that multiple-family moves have on those children's education.

Mr. GEORGE MILLER of California. Mr. Chairman, will the gentlewoman yield?

Ms. KAPTUR. I yield to the gentleman from California.

Mr. GEORGE MILLER of California. Mr. Chairman, I want to thank the chairman for his comments, and I look forward to working with him and others in the conference committee to help these families advance their children's academic performance, especially by encouraging a range of solutions to stabilize their residential situation during the early years of learning for their children.

Ms. KAPTUR. Mr. Chairman, I thank the chairman and the ranking member, and I submit for the RECORD the material I referred to earlier.

Letter Report from General Accounting Office

FEBRUARY 4, 1994.

Hon. MARCY KAPTUR,  
House of Representatives.

DEAR MS. KAPTUR: The United States has one of the highest mobility rates of all developed countries; annually, about one-fifth of all Americans move. Elementary school children who move frequently face disruption to their lives, including their schooling. And, sadly, these children are often not helped to adjust to the disruption of a new school—new children, teachers, and principal—and to make sense of the variations in curriculum between the old school and the new. The success of children who change schools frequently may therefore be jeopardized. In addition, as the schools pay greater attention to high academic standards, advocated by national and state leaders, these children may face increased difficulty in achieving success.

In response to these concerns, you asked us to obtain information on children who change schools frequently: (1) their number and characteristics, (2) their success in school relative to children who have never changed schools, (3) the help that federal educational programs, such as Migrant Education and Chapter 1, provide, and (4) the help that improved student record systems could provide.